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ABSTRACT

In 1988-89, a study was conducted to determine the relationship between selected characteristics of summer sessions in public two-year colleges and such institutional characteristics as size, location, type (i.e., community college or technical institute), and administrative structure for summer terms. The study focused on the philosophical moorings, purposes, operational features, and planning of the summer programs, as well as the characteristics of summer program administrators, including their perceptions of recent changes in students, programs, and their own responsibilities. Questionnaires were mailed to the summer session directors at 83 technical colleges and 671 public two-year colleges with total credit enrollments over 1,499 students. Study findings, based on a 95.2% response rate, included the following: (1) at 89% of the colleges, the same official responsible for regular academic terms was responsible for summer sessions as well; (2) community colleges tended to enroll more students from other colleges during the summer than technical institutes; (3) the most important purpose cited for summer sessions was to provide credit courses for the institutions' regular degree or certificate students, with other commonly cited purposes being to attract new students, to permit students to make up academic deficiencies, and to more fully utilize facilities; and (4) a majority of the colleges reported increases in credit hours generated and offered, number of courses offered, student headcount, class size, and number of credit hours taken by students in summer sessions since 1985. (AAC)

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SUMMER SESSIONS IN PUBLIC TWO-YEAR COLLEGES

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By

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Washington State University

March 1989

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SUMMER SESSIONS IN PUBLIC TWO-YEAR COLLEGES

Introduction

An exhaustive review of the literature on higher education revealed a paucity of information regarding collegiate summer terms in general and in two-year colleges in particular. Yet this period consumes from one-fourth to one-third of the calendar year, and the number of students served ranges from one to two-fifths of fall enrollments. The importance and significance of educational services provided during the summer portion of the calendar year has not been recognized by the higher education community in general or studied by researchers. The first organized collegiate summer session was implemented at the University of Chicago in 1892 by President William Rainey Harper, the person influential in establishing the first public two-year college at Joliet, Illinois. Except for a study in 1960 by personnel in the United States Office of Education, summer term activities have virtually escaped notice of researchers until the 1980s decade.¹ A few doctoral studies have been conducted on specialized aspects of summer terms, and most of them have been institutional specific.² During the 1980s a continuous and concerted research effort has provided information nationally on collegiate summer terms in universities classified by Carnegie types as research, doctoral granting, comprehensive, and in liberal arts colleges.³ This is a report of research designed to explore the characteristics of summer terms in public two-year colleges.

Description of the Study

Contained in this report are the findings from a 95.2% response from a one-third random sample of 83 technical colleges and 671 public two-year colleges whose total credit enrollment was reported in the 1988 Guide to Community, Technical, and Junior Colleges to be 1,500 or more.⁴ The primary problem was to determine how selected characteristics of summer sessions/terms in public two-year colleges may be related to institutional credit head count enrollment size, regional geographical location, type (community college versus technical colleges), and to organizational and/or administrative structures for summer terms. These characteristics were philosophical moorings, purposes, operational features (finance, budget allocations, admissions requirements), and mode of operation for planning summer activities. A secondary problem was to ascertain the characteristics of summer administrators and their perceptions about recent changes which have occurred in enrollments, offerings, financial support, status or prestige of summer session/term, and responsibilities for planning and implementing summer term educational activities.

Study Population

The study population excluded two-year colleges that were branches of universities, community and technical colleges with total credit enrollments less than 1,500, and all non-public two-year colleges. While it was the original intent to include non-public two-year colleges, there were so few with enrollments of 1,500 or over that results would have been meaningless for comparative purposes. The minimum enrollment size arbitrarily selected was based on two considerations. The first was that institutions that size or smaller were probably in sparsely populated rural areas where summer term

enrollments would not approximate even one-fifth of the size of preceding fall term enrollments. Secondly, the small size summer term enrollments were deemed to be so small that it was thought unlikely the summer term activities would have breadth enough to constitute programs rather than a collection of courses which could be marketed.

Procedures Used for Conducting the Study

The random sample was stratified by categories of institutional total credit enrollment size to guarantee a proportional size representation. The data collection questionnaire was adapted from those previously developed by the researcher to collect information from four-year colleges and universities, so certain comparisons would be possible. The questionnaire and study procedures were field tested during October, 1988 on ten public community colleges and three technical colleges not included in the sample. Telephone conversations were held also with administrators of several small colleges and technical institutes to inquire about the summer term practices and availability of information. As a consequence of feedback from the field tests, two radical changes were made in the questionnaire. Although it was the original intent to seek perceptions about changes in selected characteristics which would be anticipated over the next three to five years, it became clear that prospective respondents could react to recent past changes which had occurred much more realistically than to project change. In the attempt to detect the patterns of organizational and/or administrative structures pertinent to planning and implementing summer term educational activities, a one-half page diagram of four numbered possible structures was presented and the respondent asked to select one or to fill in a fifth pattern if none others fit. As suspected, whereas there is considerable variance among four-

year collegiate institutions in the manner by which summer term activities are organized, this was not the case among two-year colleges. Therefore, two prominent pattern possibilities were briefly described as alternatives from which respondents chose with opportunity to indicate if the pattern was different from the prevailing ones. Other minor changes were made to clarify terms used and to facilitate response.

A mailing including a printed questionnaire, cover letter, and return envelope needing no postage was forwarded to presidents the second week in November, 1988. Presidents were asked to pass the questionnaire to the person primarily responsible for planning and implementing summer programs. Follow-up mailings were made to presidents the first week in December, 1988 and to academic deans the first week in January, 1989. Although the response rate was 78%, a fourth mailing was sent to presidents in February containing a personal handwritten note of appeal for cooperation. The researcher either had helped establish some of the colleges or knew the administrators. Simultaneously contact was made with both colleagues in a few other universities, and state system offices, or selected community college administrators well known within their state and to the researcher. A list of non-responding institutions and administrators' names were supplied, and each was invited to make whatever contact seemed appropriate if administrators were known to them, if they were willing to do so. The total response then soared to its zenith of 95.2%. Two institutions reported no summer programs were operated. Two late responses arrived the last day of February after data were being computer processed and could not be included. In one instance, two campuses of the same college fell into the sample, and, since the practice was the same for both, a single district level response sufficed, thus reducing the sample population from 251 to 250. Although colleges were selected by categories of

size based on the AACJC Guide, an item was included on the questionnaire containing alternative categories of fall credit enrollment size. The analyses of data by enrollment size category were based on the actual responses rather than on the data reported in the Guide, because some respondents reported less enrollment than had been reported in the Guide. Differences in responses were tested for statistical significance at the 0.05 level of confidence using the Chi-Square test of independence.

The usable response rate of 94.5% compares to 93.8% of all USA four-year public and private universities, 71% of all public and private liberal arts colleges, and 100% of all Canadian universities of the Carnegie types studied previously. Based on these levels of response a conclusion is warranted that there is among practitioners in higher education considerable interest in the long neglected summer term segment of higher education.

Characteristics of the Respondents

Geographically, respondents were distributed among the accreditation regions as follows: 17% New England-Middle states, 9% Northwest, 13% Western, 28% Southern, and 33% North Central. For data analysis the North Central region was divided into East-North Central and West-North Central areas. The West area consisted of Arizona, New Mexico, Colorado, Wyoming, Oklahoma, Kansas, Nebraska, North Dakota, and South Dakota. The East area consisted of the other ten states in the North Central Regional Accrediting Association of Colleges and Secondary Schools. Of all two-year colleges contacted the non-response was distributed as follows: New England-Middle states 2%, Western and Southern 1.2% each, and North Central 0.4%. Responses by community college credit enrollment size category was as follows: 1,500 to 5,000--94%,

5,001 to 10,000--95%, 10,001 to 15,000--95%, and 15,001 and over--100%. Ninety-six percent of the two-year technical colleges/institutes responded.

In 89% of all two-year colleges the same official responsible for regular academic terms was also responsible for planning and implementing the summer term educational activities. In only 8% was there a designated summer session/term director different from other academic terms, and in 3% some other arrangement was indicated. Size of summer term enrollments were as follows: Under 500--12%, 501 to 1,000--25%, 1,001 to 3,000--35%, 3,001 to 5,000--13%, 5,001 to 8,000--6%, and 8,001 or more--6%. Three percent did not indicate size of summer enrollments. One-half the institutions considered the summer session/term as being separate from the regular academic year, while in 48% the summer session/term was considered to be an integral part of the year around operation of coordinate rank with other academic terms. Two percent indicated the summer session/term was described best some other way. The semester calendar existed in 72.9% of the colleges, the quarter in 23.3%, the 4-1-4 calendar in 1.3%, trimester in 0.4%, and some other in 2.1%. Nearly one-half (49%) of the colleges were in a single campus district, while 25% were campuses in a multi-campus district, and 21% were colleges in a multi-college district. Five percent indicated some other arrangement.

Philosophical Moorings

Most (97%) colleges were reported to have an institutional role and mission statement for the campus, and 94% indicated the statement had been approved by the governing board. However, in only 1.3% of the colleges was there a separate written mission and goals statement for the summer session/term. In all institutions having such a separate statement, it had been approved by the institutional community including the central administration,

and the statement had been reviewed within the past three years by two-thirds of the colleges having such a separate statement. Ten percent of all two-year colleges were reported to have a separate written statement of specific policies and operating procedures (rules and regulations) for summer session/term. Most (83%) of these separate policies and procedures statements were in colleges with total credit fall enrollments of 1,501 to 10,000 students. By enrollment size category the largest percentage of colleges having such separate policy and procedures statements enrolled 1,001 to 3,000 summer students. Although only 10% of all respondents indicated there were separate written statements of policies and procedures for summer session/term and only 1.3% indicated there were specific mission and goals statements for the summer session/term, 27%, with over one-half of them in the 1,501 to 5,000 fall enrollment range, indicated they had a handbook or other document containing such statements which can be used to inform academic unit heads. The reason for this apparent discrepancy is unclear.

One-half the respondents indicated the administrator responsible for implementing the summer session/term, regardless of position title, served as an ex-officio member of appropriate faculty governance committees such as those concerned with calendar, budget, academic affairs, etc. This was not the case in 38%, and 12% didn't respond to the question. The involvement of the person primarily responsible for summer session/term was most prevalent in institutions of 1,501 to 5,000 total fall credit enrollment size. There were no statistically significant differences regarding these matters based upon enrollment size, regional location, organizational status, technical or community college type, or whether the summer operation was considered separate or integral.

Purposes of Summer Session/Term

Summer Purposes

Respondents were asked to indicate from a listing of major purposes typically espoused for summer session/term those which applied to their campus and to add any additional ones which were not among those listed. Shown in Table 1 are the purposes held according to percentages of institutions by fall enrollment size. The purpose cited most often by all respondents (98%) was the provision of courses for the institution's regular degree/certificate program students. Second in order as indicated by 88% of all respondents was permitting regular academic year students to make up academic deficiencies. In third place was the purpose of attracting new admissions for the other terms cited by 85%. A fourth purpose was the utilization of physical facilities through the summer period (74%). The purpose often mentioned in the literature as justification for summer sessions/terms of providing a setting for experimental offerings was considered to be one of the purposes by 27% of the two-year college respondents. No statistically significant differences were found between community and technical colleges, or by enrollment size with one exception. The exception was that a significantly higher percentage of colleges with enrollments over 10,000 than colleges of lesser size had the purpose of providing income for the institution's general budget. A highly significant (0.01 level) larger percentage of colleges with summer term perceived as integral rather than separate had the purpose of providing summer employment for faculty. Also, significantly larger percentages of respondents from the Middle States and Western regions than other regions reported a purpose was to generate income for the institutional general budget. Significantly larger percentages of respondents from the Southern,

TABLE 1
 Percentages of Two-Year Colleges By Summer Term Purposes
 According to Enrollment Size Category

Summer Session/Term Purposes	Enrollment Category			Totals
	Less Than 5,000	5,001 to 10,000	Over 10,000	
Provide courses for the institution's regular degree/certificate program students.	97	100	97	98
More fully utilize the plant facilities through the summer period.	75	64	89	74
Provide summer employment for faculty.	48	33	56	45
Attract new admissions for the regular fall-spring academic terms.	86	85	83	85
Provide income for the institution's general budget.	53	26	81	58
Encourage and provide a setting for experimental offerings.	28	26	25	27
Offer special programs not regularly offered for selected groups such as alumni, senior citizens, business executives, employee upgrading, etc.	27	21	14	23
Permit regular academic year students to make up academic deficiencies.	88	87	89	88
Other	9	12	6	9

New England, Middle states, and Eastern North Central regions than those in other regions indicated a purpose of summer session/term was to provide employment for faculty. A significantly smaller percentage of respondents in the Southern, Northwest, and Western regions than in other regions indicated a purpose was to offer special programs not regularly offered for selected groups such as senior citizens, alumni, employees, business executives, etc.

Most Important Purposes

Each respondent was asked to indicate from among the applicable purposes the three they deemed to be most important. The purpose considered most important by 86% of all respondents was the provision of courses for the institution's regular degree/certificate program students. Second in order of importance as indicated by 48% of all respondents was to attract new admissions for the regular academic term. In third place was the purpose of permitting regular academic year students to make up deficiencies (43%). A distant fourth was the purpose of providing income for the institution's general budget (23%). There were no significant differences between community and technical colleges as to which purposes were most important, nor were there significant differences by institutional size or whether the summer session/term was considered separate or integral. There were statistically significant (0.01 level) differences among the regions regarding the most important purposes cited. A significantly larger percentage of respondents in the New England region than in other regions (64% compared to 42%) cited one of the most important purposes to be permitting regular academic year students to make up academic deficiencies. A significantly larger percentage of New England, Middle States, Western, and Northwest region respondents (35%) than those in the Southern and North Central regions (16%) cited a most important

purpose was to provide income for the institution's general budget. Significantly higher percentages of respondents in the Southern region (24%) than in other regions (9%) indicated one of the most important purposes was to provide employment for faculty. A significantly higher percentage of respondents in the Western and Southern regions (42%) than in other regions (28%) indicated a most important purpose was to more fully utilize plant facilities during the summer period. A significantly higher percentage of North Central region respondents (58%) than those in other regions (44%) believed a most important purpose was to attract new admissions for the regular academic term. Only 3% of all institutions cited as a most important purpose the encouragement and provision of a setting for experimental offerings; of those 43% were in the North Central region and 14% each were in the Middle States, Western, Northwest, and Southern regions. Just 4% of all respondents believed a most important purpose was service to special groups; 89% of these were in the Southern and North Central regions. Among all regions with only slight variations in percentages, the most important purpose was the provision of courses for the institution's regular students.

Purpose By Organizational Status of College

Purposes were analyzed according to whether the institution responding was a single campus district, a college in a multi-college district or a campus of a multi-campus college. There were no statistically significant differences in purposes cited by respondents by organizational status, and with two exceptions percentages were approximately the same. Those exceptions were that in single district institutions a non-significant but higher percentage than for multi-college or multi-campus colleges indicated purposes

included the provision of income for the institution's general budget (63% compared to 54% and 53%) and the offering of special programs not regularly offered for selected groups (28% compared to 24% and 14%).

Characteristics of Administrators in Charge of Summer Programs

Who are the administrators responsible for planning and implementing summer session/term educational activities? What else do they do? What kind of time allowances are made for them to plan and manage summer sessions/terms? These are questions about which information was sought.

Education and Experience

Although 7% of the respondents failed to answer the question, 14% had that responsibility one year or less, and 23% had been responsible for summer time activities two to three years. Length of time others had the responsibility for summer term were 4 to 6 years--18%, 7 to 10 years--15%, 11 to 15 years--9%, and over 15 years--14%. Over one-half (55%) had been responsible for the summer term six years or less. Two-thirds of the persons responsible for summer educational activities in colleges with 5-10 thousand students had the responsibility less than six years compared to 47% in larger size institutions and 52% in smaller size institutions. Significantly larger percentages of administrators in institutions with fall credit enrollments of less than 10,000 had the responsibility for summer session/term at their current institution from 2 to 10 years than had administrators in other size categories, including technical colleges. No statistically significant difference existed between community and technical colleges or among organizational types.

The highest degrees held by administrators responsible for summer educational program activities were: doctorate--57%, educational specialist and master's--33%, bachelor's--2%, and other such as the associate degree--1%;

8% failed to respond. While about 6 of every 10 administrators in institutions enrolling 15,000 or less possessed the doctorate, only 37% in the colleges with over 15,000 enrollment held that degree. No statistically significant differences existed by institutional size, organizational type, or between community and technical colleges.

Other Responsibilities

Ninety-one percent of all administrators of summer educational activities also had other academic or administrative responsibilities, but in one percent (all in institutions with less than 5,000 enrollment) no other responsibilities were reported. Eight percent failed to respond. The largest percentage with other responsibilities were in institutions enrolling 5 to 10 thousand students (98%). This was the case for 89% in smaller colleges and 83% in larger ones. Three-fourths had other central administrative duties, and 13% were directors of continuing education and/or community services. Five percent had academic departmental or divisional administrative responsibilities; others didn't respond. The largest percentage (24%) who were directors of continuing education and/or community services were in colleges with 10 to 15 thousand enrollment, the next highest percentage was in institutions with 5,000 or smaller enrollments (15%). Significantly larger percentages of summer administrators in the New England, Middle States, and the Northwest than elsewhere were also directors of continuing education and/or community services. There were no significant differences by organizational type.

Time Allocations

There were no significant differences between community and technical colleges or by organization type as to the amount of time administrators

primarily responsible for planning and implementing summer educational activities devoted either during the year or during the summer period. Only 1% of all administrators devoted more than 40% of their time during the regular academic year to management or planning the summer programs. Most (59%) devoted less than one-fifth of their time during other regular academic terms to summer time activities. Nearly one-fourth (24%) devoted 20% to 29%, 8% devoted 30% to 39%, and 7% failed to respond. The smaller the college enrollment the more time was devoted during other academic terms to summer planning and management: 38%--less than 5,000, 26%--5,001 to 10,000, and 19%--over 10,000 enrollment. There were no significant differences in practice among the regions. Significantly larger percentages of administrators in colleges with less than 5,000 enrollment (41%) than in larger ones (25%) devoted 20% to 30% of their time during the year, and significantly larger percentages of administrators in larger colleges (73%) than in those under 5,000 (57%) devoted less than 20% of their time during the year.

Nearly 4 of every 10 (38%) of the summer administrators devoted less than 30% of their time during summer to management of the program. One-fifth devoted over 70% of their time during summer to management duties; nearly 3 of every 10 (28%) devoted 30% to 60%; and, 6% devoted 60% to 69%. Seven percent failed to respond. The largest amount of time (over 60%) devoted to management of summer term during the summer was found in two-year colleges with enrollments of under 10,000 enrollment (29%); only 11% in larger institutions devoted that much time. There were no significant differences in practice during the summer associated with regional location, institutional fall enrollment size, or between community and technical colleges.

Mode of Administrative Operation

Persons responsible for summer educational activities were asked to indicate in which fashion they carried out responsibilities regarding the summer academic program. Nine percent indicated they took primary responsibility for the development of the summer academic program. This was the case in 26% of the institutions with 1,500 or less enrollment compared to 8% in larger institutions. In 36% of the colleges the summer academic program was developed in cooperation with the academic departments or divisions. This was the most prevalent practice in institutions of 10,000 or less fall enrollment (38% compared to 22% of larger institutions). In nearly one-fourth (24%) of the colleges the administrator responsible for summer programs coordinated the academic program which had been developed by departments or divisions. This was the most prevalent practice in institutions of 15,000 or more enrollment (37% compared to 23% for other colleges). One-fifth of the respondents indicated a combination of cooperation and coordination was the mode of operation, and this practice was most predominant among two-year colleges with between 10 and 15 thousand fall credit enrollments. Three percent indicated some other mode of operation was used, and 8% didn't reply. There were no significant statistical differences by enrollment size or whether institutions were single district, multi-college, or multi-campus, technical or community colleges, or considered the summer operation separate or an integral part of year-round operation. Statistically significant differences did exist by regional location. A significantly higher (0.05 level) percentage of Middle States region respondents than those in other regions indicated they took primary responsibility for the development of the summer academic program. Higher percentages in the Northwest and Western regions than in other regions developed programs in cooperation with departments/divisions, and larger

percentages in the Southern and East North Central regions than elsewhere coordinated the academic program which was developed by academic units. Significantly larger percentages in the New England, Western, and East North Central regions used a combination of cooperation and coordination.

Over three-fourths (78%) of the respondents indicated the amount of centralization for summer programming had remained about the same since 1985, whereas 14% indicated an increase toward centralization and 4% indicated the trend had been toward decentralization. These trends were spread fairly evenly over all fall credit enrollment size categories, and there were no statistically significant differences based on either size or organizational status.

Responsibilities of Summer Session/Term Administrators

Regardless of whether the regular academic dean, dean of the college, dean/director of continuing education and/or community services, or someone else was responsible for planning and implementing/managing summer session/term activities, respondents were asked to indicate from among 23 responsibilities relating to summer-time programs those for which they had major direct responsibility (more than anyone else). The responsibilities listed were those shown by the researcher's and other's previous research on the matter to be the responsibilities most often associated with planning and managing summer programs and activities. Shown in Table 2 are the percentages of respondents who indicated they had major direct responsibility according to how summer session/term was organizationally and functionally perceived by the institution. Data are presented according to whether the summer operation was considered to be an integral part of the year around operation of coordinate rank with other academic terms or whether it was considered to be separate

TABLE 2

Percentages of Respondents with Major Responsibilities According to
How Summer Session/Term is Perceived

Major Responsibilities	Integral Part of Year-Round Operation	Separate From Regular Term	Totals
Publicity and public relations	34	32	33
Set policy on the minimum class size permitted	<u>76</u>	<u>70</u>	<u>73</u>
Approve or disapprove course offerings	<u>72</u>	<u>81</u>	<u>76</u>
Cancel classes because of low enrollment	<u>73</u>	<u>83</u>	<u>78</u>
Revisions in course offerings	<u>59</u>	<u>70</u>	<u>64</u>
Edit summer session catalog, etc.	47	50	49
Appoint visiting faculty	42	48	45
Determine salaries for visiting faculty	37	39	38
Assign classrooms and facilities	<u>57</u>	<u>62</u>	<u>59</u>
Prepare instructional budget	<u>68</u>	<u>70</u>	<u>68</u>
Establish summer term fees and tuition	22	17	20
Authorize refunds for dropouts	30	25	27
Student registration procedures	32	25	29
Monitor drop/add process	38	35	36
Distribute and collect grade sheets	36	28	32
Authorize course withdrawals	34	29	31
Set student maximum class load	50	50	50
Advise on student summer admission policy	30	25	27
Student disciplinary action	26	18	22
Arrange summer graduation exercises	16	9	13
Submit annual report	36	36	36
Conduct cost-income analysis	42	41	41
Pre- and post-session clinics, workshops, seminars, institutes	19	30	25

from the regular academic term. This was an effort to detect the pattern of such administrative responsibilities regarding the summer session/term part of the college operation.

Viewing the data one can see, for example, that 34% of the respondents from two-year colleges where the summer program is considered an integral part of the year around operation had major responsibility for publicity and public relations regarding the summer program. Also 32% were from institutions where the summer program is considered to be separate from the regular academic year. One-third of all respondents indicated they had this responsibility. Other data are to be read in the same fashion. The six largest percentages have been underlined for ease of interpretation. There were no statistically significant differences between the two groups. It appears that persons primarily responsible for the summer sessions/terms do about the same things regardless of how the session/term is functionally and organizationally perceived.

Major responsibilities most frequently cited were:

- Cancelling low enrollment classes.
- Approving or disapproving course offerings.
- Setting policy on minimum class size permitted.
- Preparing the instructional budget.
- Making revisions in course offerings.
- Assigning classrooms and facilities.

Where summer session/term is considered separate from the rest of the year the least found responsibilities were summer student disciplinary action and arranging summer graduation exercises. Persons primarily responsible for summer operations in institutions where they were considered an integral part of year around operation had the least responsibility for arranging graduation

exercises. They also had least responsibility for pre- and post-session types of short-term activities.

Responsibilities By Institutional Size--Summer Integral Part

Shown in Table 3 are the percentages of respondents by institutional size with major responsibilities in institutions that considered the summer term an integral part of the year around operation.

Viewing the data, one can see, for example, that 70% of the respondents in the smallest size colleges and 32% of those with 1,501 to 5,000 fall headcount enrollments, as well as 27% with 5,001 to 10,000, indicated they had major direct responsibility for publicity and public relations regarding the summer session/term. This was the case for 34% of the administrators responsible for summer activities in all two-year colleges. Other data are to be read likewise. Data reveal that in all instances, except two, a higher percentage of administrators in the smallest enrollment size category colleges had responsibility for all responsibilities than did administrators in two-year colleges with larger size enrollments. Those exceptions were responsibilities for revisions in course offerings and for assigning classrooms and facilities. Considerable variations can be observed among two-year colleges of different enrollment size regarding the major responsibilities discharged by persons primarily responsible for summer sessions/terms. For ease of interpretation the six responsibilities most frequently performed have been underlined. It is apparent that the responsibilities most frequently found, regardless of institutional size were:

Setting policy on the minimum class size permitted.

Cancelling classes because of low enrollment.

Approving or disapproving course offerings.

Preparing the instructional budget.

TABLE 3

Percentages of Respondents with Major Responsibility by
Institutional Size for Summer Terms Organized as
Integral Part of Year Around Operation

Major Responsibility	Fall Credit Enrollment Size Category					Totals
	1,500 & Less	1,501- 5,000	5,001- 10,000	10,001- 15,000	15,001 Plus	
Publicity and public relations	70	32	27	29	30	34
Set policy on the minimum class size permitted	<u>90</u>	<u>77</u>	<u>73</u>	<u>71</u>	<u>70</u>	<u>76</u>
Approve or disapprove course offerings	<u>80</u>	<u>72</u>	<u>77</u>	<u>71</u>	<u>50</u>	<u>72</u>
Cancel classes because of low enrollment	<u>90</u>	<u>72</u>	<u>77</u>	<u>71</u>	<u>50</u>	<u>73</u>
Revisions in course offerings	60	<u>62</u>	<u>58</u>	<u>57</u>	<u>50</u>	<u>59</u>
Edit summer session catalog	60	42	<u>58</u>	<u>43</u>	40	47
Appoint visiting faculty	<u>80</u>	42	35	29	30	42
Determine salaries for visiting faculty	50	35	46	29	20	37
Assign classrooms and facilities	50	<u>50</u>	<u>73</u>	<u>71</u>	<u>50</u>	<u>57</u>
Prepare instructional budget	<u>80</u>	<u>70</u>	<u>69</u>	<u>43</u>	<u>60</u>	<u>68</u>
Establish summer term fees and tuition	50	15	27	--	40	22
Authorize refunds for dropouts	60	27	35	--	30	30
Student registration procedures, etc.	70	27	35	14	30	32
Monitor drop/add grade sheets	70	35	39	14	40	38
Distribute and collect grade sheets	60	32	46	14	30	36
Authorize course withdrawals	60	32	46	--	20	35
Set student maximum class load	60	<u>50</u>	<u>58</u>	29	30	50
Advise on student summer admission policy	50	27	27	29	40	30
Student disciplinary action	50	22	31	--	30	26
Arrange summer graduation exercises	30	17	15	--	10	16
Submit annual report	60	37	31	29	30	36
Conduct cost-income analysis	<u>80</u>	42	39	29	20	42
Pre- and post-session clinics, workshops, seminars, institutes	40	17	23	--	20	20

Other summer responsibilities most frequently assumed by administrators in all two-year colleges and in colleges of each size category except the smallest were:

Revisions in course offerings.

Assigning classrooms and facilities.

In colleges with a fall credit enrollment range of 5,001 to 10,000, a responsibility found most frequently was the setting of maximum size class load. A most frequently found responsibility in the smallest size institutions was the conduct of a cost-income analysis. No differences in responsibilities based on institutional enrolment size were found to be statistically significant.

Responsibilities By Institutional Size--Summer Separate

Presented in Table 4 are the percentages of respondents having major responsibilities by institutional size and where the summer session/term is considered to be separate from other academic terms. The six largest percentages have been underlined for ease of interpretation. In general, with only a few exceptions, larger percentages of persons primarily responsible for summer educational activities in institutions considering them separate from the rest of the academic year and in institutions with enrollments of 5,000 or less have more responsibility of all job tasks than they do in larger colleges. Major responsibilities cited most by respondents in colleges of each enrollment size were:

Cancelling low enrollment classes.

Approving or disapproving course offerings.

Making revisions in course offerings.

Preparing the instructional budget.

TABLE 4

Percentages of Responsibilities with Major Responsibility by Institutional Size
for Summer Terms Organized Separately from Other Terms

Major Responsibility	Fall Credit Enrollment Size Category					Totals
	1,500 & Less	1,501- 5,000	5,001- 10,000	10,001- 15,000	15,001 Plus	
Publicity and public relations	<u>69</u>	35	21	22	11	32
Set policy on the minimum class size permitted	62	<u>78</u>	<u>76</u>	<u>44</u>	<u>44</u>	<u>70</u>
Approve or disapprove course offerings	<u>92</u>	<u>87</u>	<u>73</u>	<u>78</u>	<u>67</u>	<u>81</u>
Cancel classes because of low enrollment	<u>92</u>	<u>85</u>	<u>85</u>	<u>67</u>	<u>67</u>	<u>83</u>
Revisions in course offerings	<u>77</u>	<u>69</u>	<u>70</u>	<u>67</u>	<u>67</u>	<u>70</u>
Edit summer session catalog, etc.	<u>69</u>	48	48	33	<u>56</u>	50
Appoint visiting faculty	54	54	54	11	11	48
Determine salaries for visiting faculty	54	50	27	22	11	39
Assign classrooms and facilities	<u>85</u>	<u>65</u>	<u>61</u>	<u>44</u>	33	<u>62</u>
Prepare instructional budget	<u>85</u>	<u>74</u>	<u>67</u>	<u>56</u>	<u>56</u>	<u>70</u>
Establish summer term fees and tuition	46	17	9	11	11	17
Authorize refunds for dropouts	54	28	12	22	11	25
Student registration procedures	46	28	15	22	22	25
Monitor drop/add process	54	39	21	<u>44</u>	22	35
Distribute and collect grade sheets	46	32	18	22	22	28
Authorize course withdrawals	46	33	18	22	22	29
Set student maximum class load	<u>69</u>	50	49	<u>44</u>	33	50
Advise on student summer admission policy	46	26	15	33	11	25
Student disciplinary action	46	20	6	11	11	18
Arrange summer graduation exercises	15	13	--	11	11	9
Submit annual report	39	30	42	<u>44</u>	<u>44</u>	36
Conduct cost-income analysis	46	41	42	33	33	41
Pre- and post-session clinics, workshops, seminars, institutes	39	32	33	11	11	30

Except for the smallest size category institutions, persons in all others had most responsibility for setting policy on minimum class size permitted. In all but the largest size category the most persons responsible for summer operation had responsibility for assigning classrooms and facilities. Responsibility for public relations was high among the responsibilities of the summer session/term administrator in institutions of 1,500 or less enrollment. While the overall pattern of most frequently assumed responsibilities was the same whether the summer session/term was integral or separate, there was an observed difference in patterns based on enrollment size between the two functional and organizational modes. Among administrators of summer sessions/terms considered to be separate from the rest of the academic year there were statistically significant differences in major responsibilities according to institutional enrollment size. Significantly larger percentages of administrators in colleges of 5,000 or less fall enrollment than in larger colleges had responsibility for publicity and public relations and determining salaries for visiting faculty. Administrators in institutions under 10,000 had greater responsibility than those in larger colleges for appointing summer faculty. Significantly more administrators in colleges with 1,500 or less fall enrollment than those in larger colleges had responsibility for student disciplinary action, establishing summer term fees and tuition, and the authorization of funds for dropouts.

Comparison of Responsibilities Between Technical and Community Colleges

An analysis was conducted to determine the extent to which there were differences in major responsibilities regarding summer session/term reported by respondents in community colleges compared to two-year public technical colleges. Data presented in Table 5 reveal percentage differences between the

TABLE 5
Percentages of Respondents with Major Responsibility for Summer Session/Term
In Community and Technical Colleges

Major Responsibility	Community Colleges By Size				Total C C	Technical Colleges
	1,500- 5,000	5,001- 10,000	10,001- 15,000	Over 15,000		
Publicity and public relations	34	29	29	18	31	48
Set policy on the minimum class size permitted	76	75	71	53	73	72
Approve or disapprove course offerings	77	82	81	47	76	76
Cancel classes because of low enrollment	80	86	71	53	78	76
Revisions in course offerings	64	68	62	53	63	68
Edit summer session catalog	50	50	52	41	47	44
Appoint visiting faculty	50	48	29	24	43	44
Determine salaries for visiting faculty	40	43	29	12	36	48
Assign classrooms and facilities	56	70	62	35	56	60
Prepare instructional budget	76	66	57	65	67	60
Establish summer term fees and tuition	21	13	19	18	18	28
Authorize refunds for dropouts	27	23	19	18	24	52*
Student registration procedures	30	21	19	24	25	52*
Monitor drop/add process	40	29	29	29	33	48
Distribute and collect grade sheets	32	32	19	24	28	52
Authorize course withdrawals	33	29	14	18	27	52**
Set student maximum class load	52	48	43	29	46	60
Advise on student summer admission policy	28	18	33	18	23	44
Student disciplinary action	23	14	14	24	19	36
Arrange summer graduation exercises	12	9	14	6	10	28
Submit annual report	33	41	29	41	33	48
Conduct cost-income analysis	45	39	43	24	40	40
Pre- and post-session clinics, workshops, seminars, institutes	28	23	14	12	23	28

NOTE: * denotes statistical significance at the 0.05 level; ** denotes statistical significance at the 0.01 level.

two groups of colleges regarding some kinds of responsibilities. Using the chi-square test of independence, statistically significant differences were found between respondents from technical colleges and community colleges regarding three major responsibilities. Significantly higher percentages of persons in technical colleges than in community colleges responsible for the summer operation had as a major responsibility the authorization refunds for dropouts, student registration procedures, and the authorization of course withdrawals.

Administrators in significantly more colleges in a single district or multi-college district than at campuses in a multi-campus district had responsibility for monitoring the drop/add process. Significantly fewer administrators at colleges in a multi-college district than at other organizational types had responsibility for authorizing course withdrawals. No other differences concerning major summer responsibilities were significant based on organizational types.

Regional Differences

An analysis of responses about major responsibilities assumed for the summer session/term were made by geographic region. Statistically significant differences were found at the 0.05 level among the regions regarding some types of responsibilities. In the New England and Middle States areas, a significantly larger percentage of summer administrators than elsewhere indicated they had responsibility for publicity and public relations; and, along with administrators in the Western region, they had significantly more responsibility than administrators elsewhere for editing the summer session/term catalog. The New England-Middle States region administrators had significantly more responsibility for authorizing refunds for dropouts and student

registration procedures. Significantly more summer administrators in the New England, Middle States, Southern, and Eastern North Central regions than in other regions had responsibility for monitoring the drop and add process. Significantly more two-year college summer administrators in the New England and Northwestern regions than elsewhere reported having responsibility for pre- and post-session clinics, workshops, seminars, or institutes. No other differences in responsibilities associated with regional location were statistically significant at the 0.05 level.

Comparisons of Responsibilities Assumed by Collegiate Summer Administrators

Data are presented in Table 6 to enable a comparison of major responsibilities assumed by administrators primarily responsible for summer session/term in public two-year colleges, public and private liberal arts colleges, and public and private four-year research, doctoral granting, and comprehensive colleges and universities. The five most frequently cited responsibilities in each type of institution have been underlined for ease of interpretation. While data reveal some differences among the three groups of institutions patterns of responsibilities were similar in many respects. Some differences reflect institutional type differences such as responsibility for publicity and public relations. While the clientele served by two-year colleges live in proximity, that is not typically the case for other types of higher educational institutions. Thus more responsibility for publicity and public relations devolves upon persons primarily responsible for summer session/term in four-year colleges and universities. In two-year colleges, the largest percentages of summer administrators responsible for publicity and public relations were found in smaller size institutions with fall credit enrollments of 5,000 or less. By the same token, it seems logical that in

TABLE 6
Percentages of Summer Program Administrators by Major
Responsibility and Institution Type

Major Responsibility	Liberal Arts ^a	Research, Doctoral Granting, Comprehensive Universities ^b	Two-Year Colleges
Publicity and public relations	60	<u>62</u>	34
Approve or disapprove course offerings	c	<u>56</u>	<u>72</u>
Revise course offerings	<u>62</u>	c	<u>59</u>
Edit summer session bulletin/catalog	<u>70</u>	<u>69</u>	47
Prepare summer instructional budget	<u>64</u>	<u>59</u>	<u>68</u>
Submit annual report	45	52	36
Set minimum class size limits	<u>65</u>	<u>64</u>	<u>76</u>
Cancel low enrollment classes	<u>81</u>	<u>65</u>	<u>73</u>
Student registration procedures	c	41	32
Monitor drop/add process	44	39	38
Distribute and collect grade sheets	24	23	36
Authorize course withdrawals	37	36	35
Pre- and post-session clinics, workshops seminars, or institutes	10	26	20
Set student maximum class load	c	39	50
Set minimum class loads	48	39	c
Advise on student admission policy	c	29	30
Appoint visiting faculty	c	39	42
Assign classrooms and facilities	59	41	57
Determine visiting faculty salaries	41	41	37
Establish summer term tuition and fees	20	23	22
Authorize funds for dropouts	32	37	30
Conduct cost-income analysis (research)	8	51	42
Student disciplinary action	10	c	26
Arrange summer graduation exercise	5	12	16
Recruit summer session students	44	c	c
Establish on-campus housing policies	7	6	c

SOURCES: ^aJohn E. Miller, "Factors Associated with Summer Sessions in Selected United States Private and Public Liberal Arts Colleges" (Ph.D. diss., Washington State University, 19898). ^bRaymond J. Young and William P. McDougall, Recent Changes in Summer Sessions of U.S. and Canadian Colleges and Universities. Pullman, WA: Washington State University, 1985. (ERIC Document Reproduction Service No. ED 279 264) ^cNo information available.

four-year institutions greater responsibility would need to be assumed by the summer administrator for editing a summer session/term bulletin or catalog as a communication document.

Recent Changes in Summer Responsibilities

Persons primarily responsible for summer programs and activities in two-year colleges were asked to indicate for each work activity for which they had major direct responsibility what change had occurred between 1985 and 1988. This was an effort to determine if the nature of the work performed by persons primarily responsible for planning and managing summer session/term educational activities was changing and how it might be changing. Shown in Table 7 are the percentages of respondents who indicated they had a responsibility and who indicated an increase or decrease according to whether the summer session/term was considered a separate or integral part of the year around operation. The percentages indicating no change are not shown.

One can see that most change which had taken place resulted in an increase in responsibilities. Decreases appeared slight and less in institutions that considered the summer operation separate than in those that viewed it as an integral part of the year long program of offerings. Most increases in responsibilities had been for the area of publicity and public relations, conducting cost-income analyses, student registration procedures, preparation of the summer instructional budget, and making revisions in course offerings. The nature of the increases in responsibilities differed between summer administrators depending on whether the summer educational activities were considered separate or integral. While publicity and public relations was increased for about the same percentages in each instance, other major

TABLE 7
Percentages of Administrators with a Responsibility by Nature of Change

Major Responsibility	Percentage By Change					
	Increase			Decrease		
	Integral	Separate	Total	Integral	Separate	Total
Publicity and public relations	37	36	36	16	13	14
Set policy on the minimum class size permitted	24	14	20	2	6	4
Approve or disapprove course offerings	15	16	15	2	2	2
Cancel classes because of low enrollment	16	14	14	6	3	5
Revisions in course offerings, etc.	26	19	23	1	2	2
Edit summer session catalog	17	18	18	2	2	2
Appoint visiting faculty	21	13	17	2	--	1
Determine salaries for visiting faculty	12	15	13	--	--	--
Assign classrooms and facilities	20	18	19	1	1	1
Prepare instructional budget	21	23	23	3	1	2
Establish summer term fees and tuition	12	13	12	--	--	--
Authorize refunds for dropouts	6	7	8	6	--	3
Student registration procedures	34	13	26	3	--	2
Monitor drop/add procedures	12	10	12	5	--	2
Distribute and collect grade sheets	15	20	18	2	--	1
Authorize course withdrawals	11	9	10	3	--	1
Set student maximum class load	11	5	8	--	2	1
Advise on student summer admission policy	6	15	10	3	--	2
Student disciplinary action	4	10	6	4	5	4
Arrange summer graduation exercises	15	9	13	5	--	3
Submit annual report	15	14	15	2	--	1
Conduct cost-income analysis	24	29	28	--	--	--
Pre- and post-session clinics, workshop, seminars, institutes	18	20	21	9	--	4

increases when the summer was an integral part of the annual operation in order of increases were:

- Student registration procedures.
- Making revisions in course offerings.
- Setting policy on minimum class size.
- Conducting cost-income analyses.
- Preparing the instructional budget.
- Assigning classrooms and facilities.
- Appointing visiting faculty.

Increases in other responsibilities for summer administrators where the summer session/term was considered separate from the other academic terms in order of increases were:

- Conducting cost-income analyses.
- Preparing the instructional budget.
- Pre- and post-session clinics, workshops, seminars, or institutes.
- Distributing and collecting grade sheets.
- Making revisions in courses offered.
- Editing the summer bulletin/catalog.
- Assigning classrooms and facilities.

At the same time responsibilities had increased most in the publicity and public relations area, the largest percentages of decrease in responsibilities were also reported in this area.

Regional Differences of Change in Responsibilities

By region, there were some statistically significant differences at the 0.05 level in changes reported between 1985 and 1988 in the major responsibilities of the summer session/term administrators. By far the largest

percentage increase in responsibility for publicity and public relations had been in the New England region. Significantly more summer session/term administrators in the New England and Middle States regions than elsewhere indicated there had been no change in responsibilities for establishing summer term tuition and fees and student registration procedures. Significantly larger percentages of summer administrators in the New England, Middle States, and Southern regions than in other regions indicated there had been no change in responsibility for monitoring the drop and add process and advising on student summer admissions policies, but in the North Central region, particularly in the Eastern area, there had been significantly larger percentages of increase in responsibilities regarding admissions policies. The same was true in the North Central area for student disciplinary action. Significantly larger percentages of respondents in the New England and Northwestern regions than those in other areas indicated there had been no change in responsibilities for pre- and post-summer session/term activities. Differences in reported change in major responsibilities by region were not found to be statistically significant for the other major responsibilities.

Budget and Finance

The budget for summer session/term was included in the total institutional operating budget just as for any other operational unit in 90% of the two-year colleges, but in 10% it was not. Most (74%) of the institutions where the summer session/term budget wasn't included had fall credit enrollments under 5,000. Only 17% indicated that there had been a greater dependency on self-support monies for summer session/term in 1988 than in 1985. Most (78%) of these institutions had fall credit enrollments of more than

1,500 and less than 10,000; 49% were in the 1,500 to 5,000 enrollment category. In only 10% of the larger institutions and 12% of the smaller ones was this trend indicated. No differences were significant based on organizational type (single district, multi-college, multi-campus). A significantly higher percentage of New England respondents than those in other regions indicated the budget for summer session/term was not included in the total institutional budget. The budget for summer was included in the total institutional operating budget in a significantly larger percentage of colleges that considered the summer operation an integral part of year-round operation rather than separately.

In 77% of the colleges, the person responsible for planning and implementing summer session/term had authority to allocate budget to academic units within broad institutional guidelines; this was not the case in 18% of the colleges. Five percent did not respond. The largest percentage of colleges in which this authority was not given (38%) had fall credit enrollments of 1,500 to 5,000 followed by 29% with enrollments of 5 to 10 thousand. Another 19% were in colleges with smaller enrollments. However differences based on enrollment size were not found statistically significant, and there were no differences between community and technical colleges. A significantly smaller percentage of summer administrators in the New England and Middle States regions than in those in other regions had this authority. A significantly larger percentage of administrators had this authority in institutions that considered the summer operation as integral rather than as separate.

Nearly one-half or 47% of the colleges included in the summer session/term budget some monies for student activities such as cultural and social events. This practice was found in about the same percentage of colleges regardless of fall credit enrollment size except those with fewer than 1,500

students. Significantly smaller percentages of respondents in the Northwest, Western, and Western North Central regions than in other regions reported the summer session/term budget included monies for student activities. No significant differences existed between community and technical colleges or by enrollment size. Where the summer operation was considered to be separate, significantly larger percentages included such monies in the summer budget.

A portion of the total summer budget (excluding indirect and/or overhead costs) was allocated for public/community service non-credit programs in 42% of the colleges. Slightly over one-half (53%) of the respondents in colleges with this practice indicated the percentages of the budget expended for this purpose were: 23%--5% or less, 27%--6% to 10%, 10%--11% to 15%, 19%--16% to 20%, and 21%--over 20%. One-half of the respondents citing a percentage expended less than 10% of the operating budget for this purpose, and 29% expended 10% to 20%. This practice appeared to be more prevalent in the larger size colleges. There were no statistically significant differences by region, between community and technical colleges, by enrollment size, or whether the summer operation was considered as separate or integral.

One-fourth of the colleges were reported to have had a change since 1985 in the basis for determining summer session/term faculty salaries. The change had occurred in significantly more colleges that considered the summer operation separate rather than integral. Use was made of contingency contracts (contingent on adequate class enrollments) for summer teaching faculty by 73% of the colleges. The smaller the college the more prevalent this practice was found. However, there were no statistically significant differences related to size or any other characteristic. Nearly one-half (47%) of the respondents reported that since 1985 the dollar amount of financial support for summer session/term had increased; 42% indicated it had

remained the same; and 8%, mostly colleges with fall credit enrollments of 5,000 to 10,000, reported a decrease. Three percent did not respond. There were no statistically significant differences between technical and community colleges, by geographical region, by institutional size, or by whether the summer operation was considered separate or integral.

Admissions Policy and Enrollment Trends

Respondents from most institutions (92%) indicated that the admissions requirements for the summer session/term were the same as for the other terms. Eight percent indicated such requirements were different for summer. A difference was most frequently found in institutions of less than 1,500 fall credit enrollment size and in institutions enrolling over 15,000 students. Significantly larger percentages of respondents from the New England and Northwest than in other regions indicated admissions requirements for summer were different. No differences were statistically significant between community and technical colleges or by enrollment size. A significantly larger percentage of institutions with the summer operation considered separate from the rest of the academic year than other institutions had summer session/term requirements that differed from those in effect during other terms.

In order to determine how the characteristics of summer-time student enrollments might be changing during the latter part of the 1980s, respondents were asked to indicate how certain features of enrollment had changed between 1985 and 1988.

Credit Hours Generated

Nearly two-thirds (65%) revealed that the number of summer credit hours generated had increased. This increase was most pronounced in institutions with fall credit enrollments of over 15,000 (89%) compared to 63% in all other institutions with little difference among the other size categories. Summer enrollments had remained the same in 19% and decreased in 13%. Three percent did not respond. Decreases were reported most often from institutions of less than 10,000 fall credit enrollments. No change was reported most often by respondents in institutions with 10,000 to 15,000 fall enrollment. Differences were not statistically significant by enrollment size category or by region.

Credit Hours and Courses Offered

Both the total number of summer credit hours offered and the number of summer courses offered for credit were reported to have increased in 57% of the colleges. Both had remained the same in 30%, and decreases were reported for 10%. The largest percentage increase for both credit hours offered and number of credit courses was in institutions with over 15,000 fall credit enrollments (90%). The smallest percentage of colleges (35%) where increases were reported had fall credit enrollments of 10 to 15 thousand and those with 1,500 to 5,000 enrollments (51%).

Largest percentages of decrease in total number of credit hours offered were in the fall credit enrollment ranges of less than 1,500 and 5,000 to 15,000 (13%). Among colleges with the summer session/term organized separately, the increase in total number of credit hours offered was significantly higher (0.05 level) in institutions of less than 1,500 enrollment and those with over 15,000 enrollment. The largest percentage increase was in

institutions with over 15,000 fall credit enrollments. There were no significant differences by region.

The largest percentage decrease (17%) in number of summer credit courses offered were reported for institutions with fall credit enrollments of less than 1,500 and 10 to 15 thousand. Number of summer credit courses offered remained unchanged predominately in institutions with 10 to 15 thousand fall credit enrollments (41%) and in those with 1,500 to 5,000 enrollments (35%). The percentage increases were less in technical colleges and community colleges with 10 to 15 thousand enrollments than in the other community colleges, and the differences were significant at the 0.05 level. No significant differences existed among the regions.

Student Headcounts

The number of summer headcount credit students were reported to have increased in two-thirds (67%) of the colleges, remained the same in 18%, and decreased in 12%. Three percent did not answer the question. Decreases were most prominent in small institutions of less than 1,500 (26%), but increases were reported most in institutions with over 15,000 (90%) and 5,000 to 10,000 (72%) fall credit enrollments. The largest percentages of colleges reported to have no change in number of summer credit headcount students had fall credit enrollment ranges of 10 to 15 thousand (29%) and less than 1,500 (22%).

Differences based on enrollment size and region were not statistically significant. For all institutions, the ratio of summer enrollments to fall term enrollments was approximately 1:4.

Average Number of Credit Students and Courses

The average number of credit students in the summer courses offered was reported to have increased in 54% of the colleges, remained the same in 33%, and to have decreased in 9%. Four percent did not respond. Increases

were most prominent in two-year colleges with over 15,000 fall credit enrollments (74%), and decreases were most prominent in small colleges with fewer than 1,500 and 10 to 15 thousand (17% each). Except for large institutions (over 15,000) where no change was reported by 16%, there was no change in average number of summer credit students in 34% of the other colleges regardless of enrollment size. Based on fall enrollment size, no differences were statistically significant. A statistically significant larger percentage of summer administrators in the Middle States, and North Central areas reported decreases in the average number of students in summer courses. Significantly larger increases were reported in the Southern, West North Central, and Northwest regions. The largest percentages of no change were reported in the New England, Middle States, and Eastern North Central areas.

When it came to the average number of credit courses taken by students a different picture emerged. Increases were reported by 30% of the two-year colleges with the largest percentages of increase reported for those with fall credit enrollments of 5 to 10 thousand (39%) and over 15,000 (37%). Largest decreases were reported for small institutions (17%) with fewer than 1,500 enrollments. Of all institutions 8% reported decreases. In about three-fifths of the two-year colleges (59%) no change was reported. No change was reported by nearly two-thirds (65%) of the colleges with fall credit enrollments of 1,500 to 5,000 and 10 to 15 thousand. Differences among categories of enrollment size were not statistically significant, nor were differences significant among the regions.

Summer Visiting Students

A visiting student is one who is regularly enrolled elsewhere during other academic terms but who while home for the summer enroll in the local

two-year college. Overall, increases in summer visiting student enrollments were reported by 39% of all two-year college respondents; no change was reported by 52%; and, decreases were reported in 3%. No answer was given by 6%. Increases were most pronounced in colleges with 5 to 10 and over 15 thousand fall credit enrollments (49%) compared to those with other size enrollments (34%). Decreases in summer visitors were reported most in institutions with less than 10,000 fall credit enrollments. While differences based on enrollment size were not significant, there was a statistically significant difference at the 0.01 level between community and technical colleges in this regard. Technical colleges had fewer summer visitors. There were no significant differences among the regions, but the largest percentage increases were reported in the Western, Southern, and North Central areas and the smallest in the Northwest and New England, Middle States regions.

Prestige of Summer Session/Term

Slightly over one-fifth (21%) of all respondents indicated there had been an increase between 1985 and 1988 in the status or prestige of the summer session/term operation. Except for 0.4% who indicated a decline, the rest of the respondents indicated there had been no change. With two exceptions, the percentages of responses indicating an increase were about the same among the geographical regions (19%--New England/Middle States, 26%--Northwest, 24%--Western, 18%--Eastern North Central. The exceptions were in the Southern region where 15% had indicated an increase and in the Western North Central region where 44% indicated there had been an increase in prestige and status. There were, however, no statistically significant differences by region.

Creative Programs

Two-year college administrators were asked whether during the summers of 1987 or 1988, or both, there had been programs and/or activities they considered to be innovative, unique, exemplary, or experimental. Of all respondents, 35% responded affirmatively. Of the affirmative responses, 77% were in institutions with fall credit enrollments of 1,500 to 10,000; only 17% were in larger institutions, and 6% were in smaller ones.

Respondents indicating there had been creative programs offered were asked to list a title or give a one sentence description to identify the creative activities and/or programs that had been offered. There were no significant statistical differences among the colleges according to single district, multi-college, or multi-campus organizational status. Nor were there any differences by regional location.

For classification and interpretative purposes, the matter of definition is essential. A classification system found to be useful is a three-fold one. One classification may be my major purpose and nature of the offering deemed by respondents to be creative. Another is whether the activity was of a substantive nature or whether it related to variations in the mechanics of packaging and delivering education. Another classification could be by type of creativity displayed--experimental, unique, innovative, or exemplary. Any program or activity which is experimental, unique, or innovative may serve as a pattern worthy of imitation. It might be illustrative of commendable efforts that could be made, perhaps with appropriate modification, by personnel in other institutions. Thus, all programs and activities which are judged to be unique, experimental, or innovative are probably exemplary, and they have been considered as such here.

A unique summer program or activity was judged to be one which was very rare and uncommon or completely without a like or equal anywhere else. An innovative summer activity was deemed to be one in which a method, idea, or device was implemented which was new and different in a given institution from the way things were done typically and traditionally. There are two aspects to this definition. One relates to what is innovative for a given two-year college, and the other relates to what may be innovative generally so far as collegiate summer session/term activities are concerned. The burden of judging the first aspect rests with the respondent, and the burden of judgment on the second aspect lies with the researcher. An experimental summer activity was deemed to be one undergoing a process of experiential testing, possibly for the purpose of creating or testing a new educational program model. From the information gathered no activities listed as creative appeared to be either unique or experimental. While each was probably innovative with the institution, none was deemed by the researcher to be innovative to the field of collegiate summer session/term educational activity generally. Therefore the institutional specific innovations have been classified by nature and purpose.

Packaging and Delivery

Credit off-campus course offerings.

4-week summer session.

Telecourses offered during summer session for first time.

Reorganized summer school into three sessions offered during a ten-week block (two 5-week sessions and one 8-week session).

Short-term remedial courses (concentrated) in summer session replacing long-term semester courses.

One-day tours.

Expanded schedule of course offerings.

Developed a core course schedule pattern.

Offering calculus in an 8-week day format as opposed to other day classes being done in a 5.5-week session.

Night summer school classes.

Mobile metals van in off-campus instruction for industry.

Block schedules.

Telecourses.

Moving from traditional summer day to evening classes.

Offer more academic transfer courses for students who are home from their respective colleges.

Two 5-week and one 10-week term for summer.

3-week non-credit mini-semester.

Mini-sessions.

Calvacade program--permits working parents to attend classes 1/2 days/week.

Weekend college.

Flexible scheduling through "swing Fridays"--classes meet Monday and Wednesday or Tuesday and Thursday and alternate Fridays.

Many TV courses.

Two 7-week sessions plus a 5-week session within each of the two 7-week sessions.

Offering general education courses (48 hrs/3 credits) in an intensive 3-week block.

Offered 5 required general education courses via TV in 8 weeks.

Field studies in biology course which ran for 8 hours Monday through Friday for 3 weeks followed by one week of independent study.

Substantive

Collegiate Academic

Sociology internships: field trip to Appalachia.

American foreign policy on location in Washington, D.C.: 3-weeks--"The Impact of Soviet/American Relations on the Formulation of U.S. Foreign Policy."

2 and 2 program for students entering their high school senior year to bridge the gap between high school and college.

Shakespeare Festival trip.

Jazz workshop in conjunction with local jazz festival.

Desktop publishing computer course.

Field geology course.

Anthropology course with laboratory at archeological dig site.

Student/community musical theatre productions.

Shakespeare course including attendance at 5 plays at Oregon Shakespearean Festival.

Western states summer wilderness program.

Mesa in Madrid Spanish program.

Biology and geology classes held in Hawaii for three weeks.

Theatre workshop--performances held at Redlands Bowl, City of Redlands.

Summer in Paris program.

Conservatory theatre--students and professionals work together to put on summer plays: study drama, acting, stage sets, etc.

Course offering "Vietnam and America."

Field biology course which does environmental research mostly in lakes and streams.

Honors program for gifted and talented.

Study program in London, England.

Summerset--run to 2 to 3 major community theatre productions each summer.

Travel abroad courses.

Transitional

Administration of secondary summer school programs for three area high schools.
 Offered "preparing for college" courses for recent high school graduates: some prep. (intermediate algebra), some freshman courses (English I), and some personal skills (typing, computer literacy).
 Summer orientation experiences for incoming freshmen.
 Freshman summer skills program.
 Pre-admission freshman summer program.
 Summer immersion program--intensive remediation for students including tutoring, counseling, small class size and additional help in classroom.
 Late decider program--canvass recent high school graduates regarding intentions for coming fall.
 High school completion program for area high schools.
 Special 2-week session for seniors (8 a.m. to 1:00 p.m.) self-support.
 Early entry program for high school students.
 Offered a chemistry course at the request of a local high school and had over 100 high school students.
 Upward bound classes--special high school students taking college classes.
 Region V Governor's School--Program for gifted high school juniors and seniors in the sciences and technologies.
 Summer science program for high school students.
 Cooperative instruction and employment program with local hospital for recent high school graduates.
 Summer Super--an intensive experiential course (English, Chemistry or Drama) for 60 good high school students.
 Dual enrollment of high school students.
 Summer scholarship program for aspiring math and engineering students.
 High school upward bound.
 High school district scholars program for district youth.
 Chicago compact--program in cooperation with two city colleges and one high school with this college's Health Institute. Program enrolled high school students as an articulation program for the health service programs.
 Accelerated freshman composition sequence for academically qualified students.

Special Adult Groups

Credit free Elderhostel.
 Immersion program for real estate salespersons license.
 Skills preparation--music majors.
 Mathematics enrichment for elementary school teachers.
 New non-credit program for children after regular summer session offered: 13 two-week courses for academically talented--ages 5 to 13.
 Summer youth programs emphasizing academics and career training.
 Women's employment preparation project.
 Teacher recertification courses.
 Partnerships with gold mining industry.
 Endorsement for teachers, academic short courses and an emphasis on completing an associate degree at night.
 Special program for students from Mexico including ESL segment.
 Migrant education project.

Architectural professional workshop.
 Special program for gifted children.
 Summer transition program for minority students.
 Oceanography--2-week institute for marine science teachers (1 week of classroom instruction--40 hrs followed by a 1-week field trip to the Florida Keys.)
 Marine archaeology education for public school teachers.
 Summer gifted program for high school students.
 Special summer campus for underprivileged youth.
 Summer program for minority excellence.
 Partnership with business (ASEP).
 Inservice/preservice workshops for principles of technology and secondary teaching.
 Career connection--a vocational program for homemakers or single parents.
 Family College--educational experiences for every family member age 2 to 75.
 Minority institute.

Young Youth Groups

"College for Kids"--special interest courses for students in grades 2 through 11.
 College for Kids.
 "Summer Fun"--a program of academics, recreation, and field trips for children age 9 to 13 years.
 Summer enrichment program for children.
 STEP program for young learners.
 College program for 6, 7, and 8 grade migrant students.
 Youth enrichment program--program for elementary-age students for computers, etc.
 Kids College.
 College for Kids--a program for children ages 3 to 12.
 Renaissance program for gifted elementary school pupils.
 Summer Kids' College--ran approximately 20 different courses using a camp concept (0.5 day for four days a week).
 Summer College for Kids
 Youth College--varied programs available to age 8 to 14 children.
 Summer arts program for kids.
 College for Kids program.

Special Purpose

Motorcycle rider program.
 Alcoholism/drug abuse symposiums.
 Alcohol and chemical dependency workshop.
 Acquired brain injury language skills.
 Fitness Center.
 Tutorial program.
 Basic skills program.
 Industrial training course.
 Corporative fitness program.
 ITES microwave.
 Telecommunication.

Detroit diesel training program.
 Summer welding program.
 Theatre conservatory.
 Pre-tech math and reading program.
 Training students to be peer counselors.

Miscellaneous

Rented facilities to a department store which needed space for hiring and training.
 New procedure implemented regarding "residency verification."

Among the creative programs/activities identified by respondents from two-year community and technical colleges, 21% related to packaging and delivering educational services. Seventeen percent each were substantive collegiate academic educational offerings and types of offerings for students in high school or between high school and college, the group in transition. Other program/activities were designed for special adult groups (20%), young youth groups (12%), and to meet special purpose needs (13%).

Problems Related to Summer Session/Term

Two-year college administrators were asked to list two problems that were currently of most importance to them regarding summer session/term operation. This was an attempt to discover what kinds of problems were being experienced with reference to the provision of summer educational programs and activities. Since some types of problems might be regionally specific, the results have been presented below by geographical area. In some instances when responses were identical, the number of times mentioned is shown in parentheses.

Middle States

Budget/Finance

Not enough resources for student activities.
 Income generation.
 Lack of money for promotion of sessions.
 Balancing income/expenditure budget.
 Budget.
 Need for additional instructional budget monies.

Scheduling

Providing courses at times most convenient for the students--emphasis on evening sections increased.
 Time frames attractive to student activities.
 Coordinated schedule planning with regular academic terms.
 Summer sessions should also include 8 and 12-week courses.
 Don't offer daytime summer courses because we are a contract college.
 Scheduling to optimize enrollment/service.

Staffing

Staffing
 Clerical support.
 Not enough time and support staff.
 Hiring qualified staff.
 Staffing courses needed due to increased demand.

Enrollment

Maintaining sufficient enrollment.
 Enrollment
 Attracting students.
 Increase in enrollment.
 Student recruitment in a high cost summer resort area.

Facilities

Full use of special, expensive faculties, i.e., culinary, kitchens.
 Lack of air-conditioned facilities.
 Availability of laboratory space to meet increased demand.

Selection of Offerings

Course selection.

Curriculum and Services Development

Expansion of offerings--we seem to be hitting a plateau.
 Time to generate new programs.
 Need to do more special programs for skills deficient students.
 Need to develop non-credit summer programs.
 Need to provide appropriate student services.
 Development of innovative programs given the current academic curriculum committee restraints.

Public Relations/Marketing

Not having a closer more central role in publications and marketing associates with summer sessions.

New England

Budget/Finance

Tuition rates approved by Trustees don't keep pace with negotiated salaries for instructors--currently need 14 students per class just to cover instructor salary and fringe benefits.
 State legislature doesn't underwrite basic operating costs--all must be self-supporting.
 Lack of fiscal support--courses must be self-supporting and forced to cancel too many.

Staffing

Difficulty in finding and attracting faculty in various technological areas.
 Difficulty in securing faculty.

Enrollment

Recruiting more students.
 Need to improve enrollments.

Selection of Offerings

Lack of appropriate classroom space on campus which is air-conditioned.
 Classroom shortage.
 Only one classroom is air-conditioned, thus reason for low summer session enrollments.

Curriculum and Services Development

The summer session could be better integrated with the other academic terms.
Inadequate planning for student support services and summer student activities.

Public Relations/Marketing

Publicity

Northwest

Budget/Finance

Costs; lack of adequate funds (4).
Continued growth (efficiency) in relation to available budget.
Summer session not state funded.
Prorated faculty salaries versus fixed overload rates.
Funds--no state allocation--self-supporting.
High cost for operating a summer session.

Scheduling

Developing a 4-day week class schedule.

Staffing

Insistence of full-time faculty that they have first priority for summer assignments.
Lack of advising staff for evening and off-campus students.
All part-time faculty--limited (or no) office hours availability.

Enrollment

Enrollment
Managing enrollment--cancelling small classes.
Attracting high school students who need the extra credit.

Curriculum and Services Development

Small rural population limits opportunities for other than basic coursework because of enrollment "spread."
An incentive or professional development provision for experimental courses designed and taught by full-time faculty.

Public Relations/Marketing

Targeting new populations for service.
An innovative and creative marketing plan and thrust.

Administrative

Separating total administrative responsibility not productive.
Over enrollment (beyond state contracted number of students to be served) may warrant cancellation of summer term.

Western

Budget/Finance

Salaries of faculty have gotten very high for summer.
Salary calculation.
Budget; lack of money (7).
Faculty compensation.
Lack of funds to expand summer offerings.
Growth budget cap--limits possible course offerings.
Inadequate funds to put on a full summer session.

Scheduling

How to coordinate well with dates of school districts and universities.
Schedules
Day versus evening offerings.
Need to provide more flexibility in offerings, e.g., two 6-week terms plus one 12-week.

Staffing

Encouraging full-time staff to work in the summer session.
Selection of faculty for summer school.
Resistance of regular faculty to programs they are not directly involved in such as outreach programs.
Inadequate staffing--Director of Summer Session needs a staff and time to give this activity more attention.

Enrollment

Returning to former enrollment level.
Attracting students to the summer session.
Enrollment

Facilities

Space limitations--it is combined summer sessions for 3 of the districts 4 colleges--space available is limited during hours people want classes.
Classroom shortages.

Selection of Offerings

Best mix of course offerings.
Outreach coverage in the evening session.

Curriculum and Services Development

Increasing course offerings including an early bird 5-week session.
Offering a comprehensive program due to limited enrollments.
Quality instruction in the short session allowed.
Changing emphasis from community service to degree-credit or transfer courses.

Public Relations/Marketing

Defining targeting student population.

Administrative

Evening supervision.
Coordination with academic year offerings.
Adequate middle management support.
10-12 hour days of day-evening supervision.

Southern

Budget/Finance

FTE earned from credit courses not counted for financial earnback.
Adequate funding (7).
Faculty pay.
Faculty who desire but do not receive supplemental contracts.
Increasing cost of instruction.
Financial management given that enrollment and available funds are "moving targets."
Financial problem of operating a comprehensive summer program on a limited budget.
Inadequate funding level for faculty salaries.
Managing increased enrollment with proportionately less dollars.
Operating a cost-efficient summer program.
Acquiring sufficient funding for summer program.
High rate of pay for summer faculty (1/32 of annual pay multiplied times number of credit hours).
Summer term costs more than fees generate.

Scheduling

Length of term.
 Efficient operations--schedule.
 Increasing the variety of scheduling options for summer term courses.
 Coordinating start/end dates with other schools and colleges.
 Shortage of time between high school graduation and of fall semester start.
 Utilizing facilities in the most cost effective manner possible.

Staffing

Sufficient qualified faculty to staff courses (2).
 Finding certifiable adjuncts.
 Attracting quality faculty for low pay.
 Full-time faculty foregoing a summer break in order to earn additional income.
 Finding qualified part-time teachers.
 Finding teachers who want to teach in the summer.

Enrollment

Lack of day enrollment.
 Increasing enrollment, especially in the second summer term.
 Projections for course enrollments not accurate enough.
 Uncertain enrollment.
 Ability to forecast enrollments.
 Low enrollments.

Facilities

Air-conditioning.
 Space utilization.

Selection of Offerings

Determining what courses to offer, what time blocks to use.
 Accurately predicting the number and mix of courses which will receive adequate enrollment to "make."
 Sufficient classes offered.

Curriculum and Services Development

Length of sessions cause pedagogical problems for science laboratory courses and clinical courses.
 Offering developmental programs for entering students.
 Quality issues--term projects, homework, etc.
 Meeting state-imposed academic skills program requirements for transfer students.
 Fitting 6 semester hour developmental (remedial) courses into an evening schedule during the summer.
 Increasing vocational/clock hour enrollments.
 Inability to offer student activities.

Some courses are not easily adapted to 6-week terms.
 Helping students with academic deficiencies.
 Effective instruction within calendar constraints.
 Nursing.
 Jewelry.
 Academic integrity of condensed courses.
 Short time span.
 Covering course material in the concentrated time blocks.
 Meeting requirements of a new state-mandated basic skills program.

Administrative

Prompt effective communication with staff and students.
 Quickly transferring of credit to institutions to which the summer students are transferring.
 Orientation of faculty.
 Gathering information to make good decisions.
 Testing new students and recommending remediation where appropriate.

Western North Central

Budget/Finance

Inadequate funding (2).
 Cost of instruction per student served.
 Funding for experimental/small-class opportunities.
 Summer is treated as a "step child," and no one wants to schedule classes without extra compensation. There is no money to pay for summer duties.

Scheduling

Scheduling classes because of restricted space when much of the campus is closed for energy conservation.

Staffing

Being able to teach all classes offered.
 Being able to satisfy faculty with two class assignments.
 Faculty, staffing (2).
 Getting faculty to teach summers.
 Finding faculty who want to teach to cover all areas with experienced faculty.
 Don't know how funding change from self-support to year-around funding will affect faculty loading.
 How to staff when summer becomes a third semester.
 Full-time faculty teaching when they are needed instead of when they want to teach.
 Finding qualified faculty for summer--can only offer courses based on available faculty.

Enrollment

Increase credit student enrollment.

Facilities

Facilities

Selection of Offerings

Offerings enrollment driven therefore uncertainty of offerings for students and faculty members.

Curriculum and Services Development

Offering a variety of classes for the students.
Need to expand schedule to do more experimentation.
Quality of instruction due to term being less than 7 weeks.

Administrative

Division chairpersons not on duty during summer session.

Eastern North Central

Budget/Finance

Resources.
Self-support.
Faculty cost.
Smaller enrollments than during academic year; costs higher in proportion to revenues.
Keeping cost of summer sessions in line with regular terms.
Maintaining costs at an acceptable level.
Enough budget.
Low pay for teachers.
Lack of evening offerings due to summer budget restraints.
Budget allocation relating to actual percent of income received.
Sliding faculty pay scale based on enrollment.

Scheduling

Off-campus offerings.
Scheduling--to schedule a full 12-week quarter into the summer.
Schedule (2).
Developing new calendar options.
Two 8-week sessions and three 4-week terms.
Providing service to students wishing afternoon schedules.

Staffing

Finding qualified instructors to staff certain sections, e.g., computer science, chemistry, biology, economics.
 Finding faculty to teach.
 Finding qualified faculty part-time.
 Obtaining full-time faculty to teach.
 Availability of qualified part-time staff.

Enrollment

Declining enrollment.
 Class enrollments too small.
 Cancel classes due to low enrollments (2).
 Attraction of first-time students.
 Enrollment fluctuations.
 Enrollment (4)

Facilities

Lack of available spare slots to add classes (except 2 to 5 p.m.).
 Availability of space compounded by physical plant projects.
 Facilities suited to warm weather conditions.
 Overcrowded building--need more space.
 Mix of classes.

Selection of Offerings

Identifying and offering courses most relevant to the summer session student population.
 Expansion of offerings.
 Different offerings such as travel programs that are affordable to students.
 Ability to provide serve difficult courses due to shortened time.
 Reduction of resources to provide a comprehensive summer school.
 Reduction in student interest for summer school, since the student population increases are single parents and females needing child care services.
 Adjusting to "new" students who want transfer credits.
 Lack of air-conditioning in classrooms.

Curriculum and Services Development

Need to provide greater variety of courses, camps, and experiences for members of our district (including outreach areas).
 Inadequate time to cover required course content.
 Ability to offer more courses.
 Quality instruction.
 Pre-program courses.
 Regular program classes.
 Reasonable program expansion.
 Quality.

Lack of quality control over teaching.
 Limited range of academic program.
 Offering program of required sequential courses which throw a student not attending in summer out of sequence.
 Identifying instruction needs of the community.
 Expansion of offerings.

Public Relations/Marketing

Effective marketing of the schedule.
 Promotional/advertisement.

Administrative

Class size.
 To coordinate 6-week arts and sciences session with 12-week vocational summer courses.
 Set policy on minimum class size.
 Transition from quarter to semester system (2).
 Turf problems with senior academic administration.
 Encouraging underprepared students to take developmental courses.

The predominant problem in all regions related to finance--lack of funds, soaring costs, and generated revenues short of demand. These problems represented 25% of all problems cited. They were the most prominently mentioned of the problems cited in the Northwest (40%), Western (35%), and Southern regions (30%). Next in order (18%) were problems relevant to curriculum and services development with most problems related to need for expansion and quality control. These problems were most often mentioned among problems cited in the Southern region (25%). Third in frequency of problems cited by respondents from all colleges were problems of staffing (14%). These types of problems were mentioned most frequently among problems cited in the Western North Central region (43%). The lack of available qualified staff who are willing to teach in summer, on a part-time basis, or for low pay led the list of staffing type problems.

For all two-year colleges, problems related to enrollments were in fourth place (12%); those problems were most acute in the Southern region

(25%) and in the Eastern North Central region (19%). Most of these problems related to inadequate enrollments for curricular breadth and need to increase summer enrollments. Other problems in order of mention were those related to scheduling (10%), selection of offerings to schedule (7%), administrative matters (7%), facilities (5%), and public relations/marketing (3%).

Summary and Conclusions

Based on the findings obtained from a 95.2% response of a 33% random sample of two-year community and technical colleges, the following conclusions seem warranted.

1. Unlike the common practice in four-year collegiate institutions of selecting/appointing an individual especially to perform as a chief administrator (Dean/Director) of the summer session/term, in most two-year colleges (89%) the same official responsible for the other academic terms is also responsible for the summer session/term. (In only 8% was there a designated director different than for other terms.)
2. There were no significant differences between community and technical colleges with two exceptions. Significantly fewer students in technical than community colleges were summer visitors from other colleges. Among colleges enrolling 10-15 thousand students, the number of credit courses offered had decreased since 1985 in a significantly larger percentage of technical than community colleges.
3. Regardless of type, location, size, organizational status, or whether summer activities are considered as an integral part of year long operation or separately, the summer session/term had a similar philosophical attachment/detachment with the on-going work of the two-year colleges. While most had an institutional written statement of role and mission,

only 1.3% had a similar separate written statement for summer session/term. Most (90%) had no statement of specific policies and procedures appertaining to summer.

4. The administrator responsible for the educational programs during one-fourth to one-third of the year were not reportedly involved in the governance affairs of the institution in about one-half the colleges.
5. By far the most important purpose for summer session/term in community and technical colleges was to provide credit courses for the institution's regular degree/certificate students.
6. Although other most frequently cited purposes were to attract new admissions for the other terms, to permit other term students to make up academic deficiencies, and to more fully utilize the plant facilities through the summer, purposes thought to be most important included the provision of income for the institution's general budget rather than the purpose related to facilities. Except for a very small percentage, most two-year colleges do not consider a purpose of the summer session/term to encourage and provide a setting for experimenting with new instructional approaches or offerings.
7. There are regional differences not only about which summer session/term purposes are extant but also about the importance associated with them. Providing income for the institution's general budget was found to be a purpose in significantly more Middle States and Western region two-year colleges than colleges elsewhere, and this purpose was considered to be among the three most important in significantly more institutions in the Northwest, Middle States, Western, and Northwestern regions.
8. Although a significantly larger percentage of institutions enrolling over 10,000 fall credit students had as a purpose the providing of monies for

the institution's general budget, there were no statistically significant differences based on enrollment size, institutional type, or whether summer was considered integral or separate among the purposes considered to be one of the three most important. In the North Central region significantly larger percentages of two-year colleges than in other regions placed importance on the purposes of attracting new admissions to the other terms and encouraging a setting for experimental offerings. Along with the Southern region respondents significantly larger percentages of those from the North Central region cited the provision of programs for special groups as one of the three most important summer purposes. Faculty employment and utilization of plant facilities were cited as being a most important purpose by significantly larger percentages of Southern region respondents. A significantly larger percentage of Western region respondents joined those in the Southern region in citing the importance of plant facility utilization as an important purpose. A significantly larger percentage of respondents in the New England region than in other regions cited as one of the three most important purposes permitting other term students to make up academic deficiencies.

9. Education and experience qualifications of persons primarily responsible for summer session/term did not differ between technical and community colleges, nor were there differences in percentages of time devoted during the year or summer to planning and management.
10. Regional differences existed in the extent to which the administrator primarily responsible for summer planning and management was also responsible for continuing education or community services. This was the case in significantly more two-year colleges with enrollments of 10 to 15

thousand than in other larger or smaller ones and in those located in the New England, Middle States, and Northwest regions than in other regions.

11. The operating mode by which the person responsible for summer session/term planning and management varied significantly only by regional location; institutional size, organizational status, type or whether considered separate or integral had no relevance. Significantly larger percentages of Middle States than other respondents took primary responsibility for developing the academic program, and significantly larger percentages in the Northwest and Western regions than in other regions developed the program in cooperation with academic units. In the Southern and East North Central regions, significantly larger percentages than in other regions coordinated programs developed by academic units, and in the New England, Western, and East North Central regions, significantly larger percentages than in other regions reported using a combination coordination/cooperation approach.
12. Except for a few differences about major responsibilities found significant based on regional location, persons primarily responsible for planning and managing summer session/term do about the same things in order of frequency. Although there were no significant differences in responsibilities by institutional size or whether summer was considered as being separate or integral, when responses from institutions where summer session was considered to be separate were analyzed by enrollment size, significantly more persons in colleges of 5,000 or less enrollment than larger ones had responsibility for publicity and public relations and for determining salaries of visiting faculty. Significantly more with under 10,000 enrollment than larger appointed summer faculty as a responsibility and significantly more in colleges of 1,500 or less

enrollment had responsibilities for student disciplinary action, establishing fees and tuition, and authorizing refunds for dropouts.

13. Significantly larger percentages of summer administrators in the New England-Middle States region than elsewhere had responsibility for publicity and public relations, student registration process, and authorizing refunds for dropouts. Summer administrators in those regions and the Western region were significantly more involved in editing the summer bulletin/catalog than administrators in other regions. Along with administrators in these three regions those in the Eastern North Central region perform with significantly greater frequency the monitoring of the drop and add process. A significantly larger percentage of summer administrators in the New England and Northwestern regions than in others cited responsibility for pre- and post summer session/term clinics, workshops, seminars, or institutes.
14. The responsibilities of the person primarily responsible for planning and managing summer time educational activities in two-year colleges have changed but little since 1985. In only three of the 23 job responsibilities was reported change significant. These were a significant increase in responsibility for publicity and public relations in the New England region, and in the North Central region significant increases in responsibilities for advising on admissions policies and for student disciplinary actions. A significant lack of any change was reported in the New England and Middle States regions for student registration procedures and establishing tuition and fees for summer students, in the New England and Northwest for pre- and post session/term activities, and for the New England, Middle States, and Southern regions for advising on admissions policies and for monitoring the drop and add process.

15. Differences in practice that existed regarding financial matters were associated with regional location and whether summer session/term was considered to be separate or an integral part of year round operation. Significantly larger percentages of New England region two-year colleges than those in other regions did not include the budget for summer in the institution's regular budget, and significantly smaller percentages of summer administrators in the New England and Middle States regions than in other regions did not have authority to allocate funds for summer under broad institutional guidelines. Significantly smaller percentages of two-year colleges in the Northwest, Western, and West North Central regions than in other regions allocated some monies from the summer budget for student social and cultural activities.

Significantly larger percentages of colleges that considered the summer operation integral than separate from other terms included the budget for summer in the institution's regular operating budget and gave the summer administrator authority to allocate the summer budget to academic units under broad institutional guidelines. In significantly more colleges where the summer operation was considered to be separate, larger percentages expended monies for summer student social and cultural activities and reported a change in the basis for faculty salaries. No significant differences were associated with any of the variables (characteristics) studied for use of faculty contingency contracts, use of some monies from the summer budget for community services, or in the dollar amount of support money made available for the summer operation.

16. Summer increases since 1985 were generally reported for a majority of two-year colleges in number of credit hours generated, number of credit

hours offered, number of credit courses offered, number of student headcounts, average number of students in courses, and number of credit hours taken by students. Among the few significant differences regarding these matters associated with the characteristics studied were that significantly larger percentages of colleges in the Middle States and North Central regions were reported to have had a decrease in the average number of students in courses; larger percentages in the Southern, Northwest, and West North Central regions were reported to have had increases; and, larger percentages in the New England, Middle States, and East North Central regions were reported to have had no change.

There was a significantly larger percentage of institutions with over 15,000 enrollment than smaller ones reporting an increase had occurred in the number of credit hours offered since 1985. Increases were found in significantly larger percentages of institutions of less than 1,500 enrollment and with 10-15 thousand where the summer operation was considered to be separate. Number of student headcounts had not changed in a significantly larger percentage of all institutions with 10-15 and less than 1.5 thousand enrollments.

17. Creative summer programs/activities were reported to have been implemented in slightly more than one-third of the two-year colleges during the 1987 and 1988 summer sessions/terms, a percentage similar to the percentage of four-year colleges and universities previously reporting such activities over a two-year period. Most two-year colleges identifying such activities had fall credit enrollments of 1,500 to 10,000 students. About a third of such activities were either substantive collegiate offerings or offerings designed for students in transition

between high school and college, 45% were designed to meet special group/purpose needs, and slightly over one-fifth dealt with packaging and delivering education.

18. The most frequently identified problem relating to summer session/term in two-year colleges was finance-budget. Other prominent types of problems in order of mention were concerned with curriculum and services development, staffing, enrollments, scheduling, selecting what courses to offer, administrative matters, facilities, and lastly public relations/marketing.
19. Most differences regarding characteristics of summer sessions/terms in two-year colleges are associated with regional geographical location rather than enrollment size, type (community or technical college), organizational structure (single, multi-campus, or multi-college), or whether summer educational activities were considered separate from other terms or integral to the year-round operation.
20. Public two-year colleges are serving during the summer period their fair share of the nation's populace seeking formal credit educational experiences beyond the high school level comparable to the service levels of other types of collegiate institutions.

End Notes

¹Donald F. Warner, et al., Summer Sessions in Colleges and Universities of the United States. Circular 700, U.S. Department of Health, Education and Welfare, Washington, D.C.: Government Printing Office, 1963.

²John F. Courter, "An Analysis of Selected Aspects of the Syracuse University Summer Sessions" (Doctoral diss., Syracuse University, 1963); Edward W. Cundiff, "The University Summer Session" (Doctoral diss., Stanford University, 1952); Watson B. Dickerman, "The Historical Development of the Summer Session in Higher Education Institutions in the United States" (Doctoral diss., University of Chicago, 1945); Jerome A. Fallon, "The Influence of the Summer School on the State of Michigan, 1874-1931 with Special Reference to the University of Michigan" (Doctoral diss., The University of Michigan, 1959); Charles A. Heidenreich, "A Study of the Functions and Powers of Summer Session Directors in Selected Institutions of Higher Education in the United States" (Doctoral diss., 1965); Cornelius D. Judd, "The Summer School as an Agency for the Training of Teachers in the United States" (Doctoral diss., George Peabody College for Teachers, 1921); William B. Macleay III, "An Analysis of the Impact of the Colorado State College Summer Program for Competency, 1963-1965" (Doctoral diss., University of Northern Colorado, 1974); Joe H. Slate, "A Study of Students Not Meeting Admissions Requirements and a Summer Program to Prepare Them for Admission" (Doctoral diss., University of Alabama, 1970).

³Raymond J. Young and William P. McDougall, Relationships of Selected Factors to Summer Session Organizational Structure, Calgary: Faculty of Continuing Education, University of Calgary, 1982, ERIC Reproduction Service ED 235 734); Raymond J. Young and William P. McDougall, Recent Changes in Summer Sessions of U.S. and Canadian Colleges and Universities, St. Louis:

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⁴American Association of Community and Junior Colleges, Guide to Community, Technical, and Junior Colleges 1988, Washington, D.C.: The Association, 1988.